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AUTHOR Myers, Christopher; Bounds, Betsy
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ABSTRACT

The paper describes the Cross Categorical Service Delivery Model, which has as its purposes: (1) the maintenance of mildly and moderately handicapped students in their home schools to the greatest extent possible; and (2) mainstreaming of handicapped students into regular education classrooms as much as possible. The model targets primarily learning-disabled or severely language-impaired, while some students have emotional handicaps or are educable mentally retarded. The model incorporates four components: placement in regular classes; development of integration plans; implementation of integration plans; and evaluation of integration plans. After a pilot program, the model was implemented throughout the elementary and middle school programs of a large urban school district in the Southwest. An evaluation of the program found support for the model in terms of the majority of staff attitudes and opinions, parent attitudes and opinions, and regular student academic achievement. Mixed findings were obtained in the areas of student academic self-concept and student academic achievement. Non-supportive findings included staff attitudes and opinions about adequacy of resources and mainstreaming time. It was concluded that there is a moderate degree of evidence that the model is more effective with these students than the traditional self-contained special education model. Implications for the regular education initiative are considered and recommendations offered. Eight bar graphs are attached. (DB)

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Evaluation of the Cross Categorical Service Delivery Model: Is the Regular Education Initiative Working?

Christopher Myers
Pima Community College

Betsy Bounds
Tucson Unified School District

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Requests for copies of this paper should be sent to:

Dr. Betsy Bounds, Executive Director
Tucson Unified School District
Special Education Department
1010 E. 10th St.
Tucson, AZ 85719
(602) 882-2422

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The regular education initiative has generated a considerable amount of interest and research among special educators throughout the country (Byrnes, 1990; Davis, 1989; Davis, 1990, Stainback & Stainback, 1984). This interest has lead to the development of numerous programs designed to assure that handicapped students are being educated in the least restrictive environment.

One such program being implemented by a large urban school district in the southwest is called the Cross Categorical Service Delivery Model (CCS). The primary objectives of the CCS are to (1) maintain mildly and moderately handicapped students at their home schools to the greatest extent possible, and (2) mainstream handicapped students into regular education classrooms as much as possible.

Cross Categorical Service Delivery Model (CCS)

The CCS targets primarily learning disabled and severe language impaired students but may include students who are emotionally handicapped or educable mentally retarded. Until three years ago, 50% of these students were being served in self-contained classes away from their neighborhood school. It was determined by an internal study that students were staying in self-contained programs an average of five years and making an average of three months gain in a year. They were spending an average of only 30 minutes a day with non-handicapped peers and were seldom mainstreamed for any academic subjects. Many of their role models in self-contained programs exhibited inappropriate behaviors. The more time that students spent in self-contained classes, the more difficult it became to mainstream them and return them to their neighborhood school. They were seldom exposed to the regular education curriculum, making it more difficult for them to ever catch up with their non-handicapped peers.

These findings are consistent with other researchers who found that students in segregated programs don't benefit significantly (Lipsky & Gartner, 1987) and have a lower mean academic performance (Weiner, 1985). In a review of programs for academically handicapped students conducted by Madden and Slavin (1982), no consistent benefits of full-time special education programs were found, but rather, full- or part-time regular class placements were considered to be more beneficial for students' achievements, self-esteem, behavior and emotional adjustment.

In response to the identified concerns, a district committee met to develop an appropriate service delivery model that would provide closer contact with regular education, return students to their neighborhood school and provide programming that would increase the amount of time spent in the regular classroom. The committee consisted of both regular and special educators,

including teachers, support staff and administrators. This committee recommended a pilot model that was implemented in 1987. The elements of the model are specified in Table 1.

Table 1

INTEGRATED SPECIAL EDUCATION MODEL

I. PLACEMENT IN REGULAR CLASS
   - A. STUDENT STARTS DAY IN REGULAR CLASS
   - B. SPECIAL ED. AND REGULAR TEACHER PLAN TOGETHER
   - C. REGULAR TEACHER NOTES ACADEMIC/BEHAVIORAL CAPABILITY

II. DEVELOPMENT OF INTEGRATION PLAN
   - A. SPECIAL ED. AND REGULAR TEACHER MEET TO DISCUSS THE ACTIVITIES AND SUBJECT AREAS FOR WHICH THE STUDENT CAN REMAIN IN THE REGULAR CLASS
   - B. SPECIAL EDUCATION TEACHER BECOMES AWARE OF MATERIALS AND TEACHING PROCEDURES USED IN REGULAR CLASSROOM TO BE ABLE TO UTILIZE OR SIMULATE THEM IN SPECIAL CLASS SETTING
   - C. SPECIAL ED. TEACHER MAKES SUGGESTIONS FOR ADAPTIVE MATERIALS OR ALTERNATIVE INSTRUCTIONAL TECHNIQUES
   - D. A PLAN SPECIFYING WHICH TEACHER WILL INSTRUCT THE STUDENT IN VARIOUS SUBJECT AREAS AND WHO WILL BE RESPONSIBLE FOR GRADING IS DEVELOPED
   - E. GRADING PROCEDURE IS DETERMINED
   - F. A PLAN FOR INSTRUCTION IS DETERMINED AND PUT IN WRITING
   - G. ANYONE ELSE DELIVERING SERVICE TO THE CHILD (SUCH AS SPEECH PATHOLOGIST, ITINERANT HH OR VH TEACHER, ADAPTIVE P.E., ETC.) WOULD ALSO BE INVOLVED IN DEVELOPMENT OF THE PLAN

III. IMPLEMENT INTEGRATION PLAN
   - A. CHILD REMAINS IN REGULAR CLASSROOM FOR ALL INSTRUCTION OR ACTIVITIES IN WHICH HE OR SHE CAN SUCCEED AS DETERMINED BY REGULAR AND SPECIAL ED. TEACHER
   - B. CHILD GOES TO SPECIAL CLASS FOR THOSE SUBJECTS IN WHICH HE OR SHE CANNOT SUCCEED
   - C. SPECIAL EDUCATION TEACHER PROVIDES ADAPTIVE MATERIALS TEAM TEACHES, PROVIDES AIDE TIME OR MAKES SUGGESTIONS FOR ALTERNATIVE STRATEGIES-WHERE APPROPRIATE-TO HELP SUPPORT THE STUDENT WHILE IN THE REGULAR CLASS

IV. EVALUATE INTEGRATION PLAN
   - A. ASSESS ACADEMIC AND BEHAVIOR MAINTENANCE (4-6 WEEK INTERVALS
   - B. ADJUSTMENTS IN INSTRUCTIONAL METHODS AND/OR TIME IN REGULAR CLASS ARE MADE IF NEEDED

One pilot program had two special education teachers, a speech pathologist and two teacher assistants. The students were learning disabled, severe language impaired and emotionally disturbed. The students began the year by attending a regular education classroom all day. This enabled them to identify with this class, and helped he regular class teacher to feel responsible for them. The special education teachers observed the students and made suggestions to the regular teacher. After one to two weeks, a conference between the regular and special education teacher determined the amount of time that the student would need to spend in the special education room and what accommodations could be made within the regular classroom to maximize the amount of time that the special education student could remain there.

Special education staff spent time in the regular education classroom. This time included team-teaching or small group work with the special education student, as well as other students needing assistance. This support in the regular education class was seen as a critical element in helping to obtain the cooperation of the regular education teacher. The special education staff also trained regular class teachers to make adaptations for students who needed them.

After the initial year, additional schools developed a CCS program. At the middle school level, students started the year in specified regular classes. Special education teachers either team taught or assisted the regular teacher in these classes. Some schools developed a "core" class staffed by the special education teacher in which students could receive assistance with their regular class work.

Two years ago, it was determined that the CCS model was the preferred approach and extensive inservice was provided to district staff to acquaint them with the model and provide strategies that would help make it successful. The initial workshops were presented to a team from each site. Teams included a regular teacher, a special education teacher and a principal. Many support staff also attended. The inservices included the following elements:

1. An overview of least restrictive environment
2. Concerns about the self-contained programs
3. Reasons for moving toward a CCS model
4. Panel presentation of examples of effective CCS programs
5. Strategies to make a CCS model successful.

One of the advantages of the CCS model for special education

teachers was that the "cap" (maximum number of students to be served) was lowered from the previous cap for resource classes of 22 to 17. This was done to allow the teachers more time to spend in the regular classes and to accommodate the return of students who might need more than the 20 minutes to an hour of special education help that most resource students receive. CCS classes having five or more students who were formerly in self-contained classes were provided with a teacher assistant as well. Diagnosticians were added to relieve the special education teachers of some of their assessment responsibilities.

There were a number of challenges to the implementation districtwide. Regular educators were particularly concerned that the increase in time for special needs students to be in their classroom might result in lower performance by their other students or an increase in behavior problems. They were also concerned about grading. They indicated that they did not feel comfortable in giving high grades to students who did not master the full content that they were teaching. Special educators worried that regular students would victimize or make fun of the special education students. Many special education teachers indicated that they did not feel comfortable in going into regular classrooms and did not know how they could possibly schedule everything that they needed to accomplish. These areas of concern were addressed in the training that was provided.

In 1990, all elementary and middle school programs implemented a CCS model. Each model has its own unique characteristics, but they all have the elements of the integrated special education model outlined earlier in Table 1.

CCS EVALUATION

An evaluation of the CCS was begun in the spring of 1989 to (1) determine the effectiveness of the program, and (2) provide feedback that could be used by practitioners to improve the CCS.

Method

A multimethodological approach, which has been advocated by many evaluation authorities (Cronbach, 1980; Heath, Kendzierski & Borgida, 1982; Hunter, 1987; and Lipsey, Cordray & Berger, 1981), was used to evaluate the CCS. Nine elementary and middle schools that are implementing the CCS were selected for the study. They were matched with eight comparable schools that house traditional self-contained special education classes. Samples from each of the following groups were selected for participation from each school:

1. special education students;
2. regular education students enrolled in classes into which the special education students are

mainstreamed;

3. the special education and regular education teachers of the selected students; and
4. the parents of the selected students.

Staff developed attitude and opinion questionnaires were administered to all participants. Woodcock-Johnson achievement test scores were also gathered for special education students, and

Iowa Test of Basic Skills scores were obtained for regular education students. In addition, student participants were administered the Self Concept and Motivation Inventory or the Academic and Social Environment Scale. Finally, the amount of time that the handicapped students are mainstreamed was gathered. These data were collected in both the spring of 1989 and in the spring of 1990.

A mixed design analysis of variance was used to compare the evaluation measures across time and the among the subgroups. Narrative responses were categorized and summarized.

Results

Sample

A total of 47 professional staff responded to both the preassessment and postassessment staff questionnaires. This included 8 CCS special education teachers, 13 CCS regular education teachers, 5 Non-CCS special education teachers, 12 Non-CCS regular education teachers, 3 CCS principals and 6 Non-CCS principals.

Altogether, 40 parents of students participating in this study completed both preassessment and postassessment parent questionnaires. Ten parents of CCS special education students, 12 parents of CCS regular education students, 13 parents of Non-CCS special education students and 5 parents of Non-CCS regular education students comprised this total.

Students participating in both the preassessment and postassessment portions of this study totaled 258. This included 76 CCS special education students, 83 CCS regular education students, 42 Non-CCS special education students and 57 Non-CCS regular education students.

Supportive Findings

Staff Attitudes and Opinions. Overall, there were numerous staff questionnaire results that demonstrate the positive impact of the CCS on teacher attitudes and opinions. Specifically, comparisons between 1989 and 1990 show that:

1. CCS teachers became more knowledgeable about specific types of handicaps than did Non-CCS teachers.
2. CCS teachers felt that the amount of time they devoted to their job had become less burdensome than did Non-CCS teachers, although both groups still feel that they devote too much time.
3. CCS regular education teachers judged the achievement of their students to have increased more than did the Non-CCS regular education teachers.
4. More support staff assistance was provided.

Analyses of the staff questionnaires also demonstrate that CCS teachers more strongly agree than Non-CCS teachers that:

1. Adequate training has been provided for working with handicapped students in the regular classroom.
2. The (a) amount of time that handicapped students participate in extracurricular activities, and (b) the grades of handicapped students is more comparable to non-handicapped students.

Further, the staff questionnaire results show that there was general agreement among all respondents that:

1. The CCS is more effective than self-contained special education placement for (a) improving social skills, (b) increasing achievement and (c) decreasing behavior problems of handicapped students.
2. There has **NOT** been (a) an increase in discipline problems, (b) a decrease in class expectations or (c) a decrease in achievement among CCS participants.
3. Handicapped students should be educated in the regular education classroom as much as possible.
4. CCS teachers feel both positive about the CCS and qualified to implement it.
5. Special education students are mainstreamed more in the CCS program than they were in the self-contained program.

Parent Attitudes and Opinions. Parent questionnaire results show that the following findings support the positive impact of the Cross Categorical Service Delivery Model on the parents' attitudes and opinions:

1. Between 1989 and 1990, CCS parents became more satisfied with their children's education than did Non-CCS parents.

2. CCS special education parents are pleased that their children are being mainstreamed more, and CCS regular education parents are pleased that there are handicapped students in their children's classes.

3. There is agreement among all parents that mild and moderately handicapped students should be educated (a) in the regular classroom, and (b) in their home schools as much as possible.

Student Academic Achievement. There was no evidence that regular education students who attended classes with mainstreamed students suffered academically. A comparison of Iowa Test of Basic Skills results show that CCS regular education students' achievement gains equaled or surpassed those of Non-CCS regular education students.

Mixed Findings

Student Academic Self-Concept. Some of the Self-Concept and Motivation Inventory (SCAMIN) and Academic and Social Environment Scale (ASES) results support the effectiveness of the CCS, while others do not. Specifically, it can be seen that:

1. Compared to Non-CCS students, primary grade CCS students experienced a greater gain in the need to achieve in school, while intermediate grade CCS students realized a greater loss.
2. CCS students as a whole maintained a higher academic self-concept than did Non-CCS students, but intermediate CCS students maintained a lower academic self-concept than did their Non-CCS counterparts.
3. While there were no differences between primary grade CCS students and Non-CCS students regarding how they perceived the probability of their present and future success, intermediate grade CCS students became less positive than Non-CCS students.

Other supportive findings include:

1. Primary and intermediate grade CCS students have greater academic motivation than do Non-CCS students.
2. Intermediate grade CCS students have more positive feelings about what others expect of them than do Non-CCS students.
3. Middle school CCS students stated that they participate in class more than do Non-CCS students.

Student Academic Achievement. There were both supportive and non-supportive findings among the Woodcock-Johnson Achievement Test results, although the supportive findings were more prevalent. The CCS is supported by results showing that Cohort 2 CCS students and CCS students as a group made greater total reading gains than did Non-CCS students. Likewise, all CCS students made greater language

gains than did Non-CCS students. On the other hand, the CCS is not supported by findings showing that Cohort 1 Non-CCS students made greater gains in reading between 1988 and 1989, and Cohort 3 Non-CCS students made greater gains in reading between 1989 and 1990 than did CCS students.

Non-Supportive Findings

Staff Attitudes and Opinions. Although the majority of the attitudes and opinions expressed on the staff questionnaires were supportive of the CCS, the majority of respondents continue to believe that current resources are not adequate to implement the CCS.

Mainstreaming Time. Although CCS students continue to be mainstreamed more than Non-CCS students, Non-CCS students narrowed the gap by increasing the amount of time that they were mainstreamed between 1989 and 1990 more than did CCS students. One possible explanation for this unexpected finding is that the CCS students may have been mainstreamed close to the maximum amount in 1989, and thus, could not realize a large increase in 1990. Conversely, the Non-CCS students may have been mainstreamed at a minimum level in 1989, and thus, were able to have mainstreaming time increased significantly in 1990. This hypothesis is supported by the fact that the CCS students were mainstreamed an average of 213 minutes in 1989, while the Non-CCS students were only mainstreamed an average of 73 minutes.

Conclusions

Overall, there is a moderate degree of evidence that the Cross Categorical Service Delivery Model is more effective than the traditional self-contained special education model for enhancing the education of mild and moderately handicapped students. However, some non-supportive evaluation results were also reported.

Some of the key findings are provided in the responses to the following seven evaluation questions:

1. Do CCS special education students make greater gains in academic achievement than do traditional self-contained students?
There was evidence to show that CCS special education students made greater overall gains in reading and language than did Non-CCS students. In addition, CCS teachers reported that handicapped student grades had increased.

2. How does integration of special education students in regular education classes affect the level of instruction in those classes?
There is no evidence to show that regular education teachers lower their expectations or overall difficulty level in those classes into which special education students are mainstreamed. Surveyed

teachers indicated that they maintain high expectations for all students in their class, and that the achievement level of their class has not decreased.

3. Do regular education teachers who receive CCS mainstreamed students use a greater variety of instructional methods than before they received mainstreamed students?

There is some evidence to show that CCS regular education teachers are using a greater variety of instructional methods, including team teaching with the special education teacher.

4. Have attitudes of regular education teachers, parents and non-handicapped students toward special education students become more positive as a result of CCS implementation?

There is no strong evidence to show that attitudes of regular education teachers, parents and students have changed significantly as a result of implementing the CCS. However, questionnaire and interview results indicate that parents of regular education students are pleased that CCS special education students are being mainstreamed into their children's classes. In addition, the regular education students appear to have a better understanding about what it means to be handicapped.

5. Has achievement decreased for non-handicapped students who are enrolled in classes into which the CCS handicapped students are mainstreamed?

There is no evidence that academic achievement has decreased for regular education students who are enrolled in classes with CCS special education students. To the contrary, the achievement of CCS regular education students has equaled or surpassed that of Non-CCS regular education students.

6. Do CCS students make greater gains in academic self-concept than do traditional self-contained students?

The majority of evaluation findings demonstrate that CCS students made greater academic self-concept gains than did Non-CCS students. However, these results did not hold true for all subgroups. Thus, it can be concluded that there is some evidence that the CCS facilitated academic self-concept development.

7. Do CCS students make greater gains in the proportion of time that they are mainstreamed than do traditional self-contained students?

Evaluation results do not show that CCS special education students made greater gains in the proportion of time that they are mainstreamed than Non-CCS students. To the contrary, the proportion of mainstreaming time increased more for Non-CCS students than for CCS students. However, CCS students are still mainstreamed 41% more time than are Non-CCS students.

In addition to the findings listed above, evaluation results also show that:

1. Staff development activities have been helpful to CCS regular education and special education staff. There is evidence that CCS teachers are more knowledgeable about specific handicaps and are better prepared for working with handicapped students in the regular classroom than are Non-CCS teachers.
2. There is general support for the underlying principles of the Cross Categorical Service Delivery Model among all parent and teacher groups who were surveyed. They believe that handicapped students should be educated (a) in the regular education classroom, and (b) in their home schools as much as possible. In addition, the surveyed teachers believe that the CCS is more effective than self-contained special education placement for (a) improving social skills, (b) increasing achievement and (c) decreasing behavior problems of handicapped students.
3. The majority of respondents to the staff questionnaires believe that additional training and resources are needed to fully implement the CCS.

Changes in the CCS

The CCS model has evolved over time. Each building has its own model, but the recommended elements remain intact. Interviews with those using a CCS model indicate that there is still a gap between regular and special education. Additional training is needed both for regular and special educators. Special educators need to learn more about regular education curriculum and terminology and regular educators still need assistance with curriculum and classroom modifications to accommodate special education students.

The area of training most needed is in the development of teacher assistance teams. At the building level, this provides a problem solving team of peers that can reduce the number of referrals to special education. Team members can work together with a shared responsibility to determine how the child's needs can best be met. Additional areas identified for training regular education teachers include behavior management, cooperative learning and methods for making adaptations in the regular classroom for regular education teachers. Training needs identified for special educators are in methods for collaboration and consultation with regular teachers and familiarization with the regular education curriculum.

At one school a training pilot is being used. There is cross training provided to staff members on methodology in regular and special education. One goal is to provide a common language between regular and special educators. Another goal is to provide more feedback to regular educators on students who do not qualify

for special education and to provide suggestions for ways to help those students.

There is general agreement that more resources are needed. More diagnostician time to further relieve special education teachers of their testing obligations and more teacher assistant time are the most frequent requests. With limited resources, this is especially difficult, but the district administration is looking at ways that resources from regular education can be combined with special education in order to benefit all students. Joint or split funding of personnel such as reading recovery teachers, bilingual teachers and other resource staff are being considered.

Implications for the Regular Education Initiative

At the heart of the regular education initiative (REI) is the concept of a "shared responsibility" (Will, 1986). This is not easy to develop when only one of the parties wants to "share". The REI comes at a time when there is dissatisfaction with current special education practices. Many special educators have come to realize that the "pull out" model and segregated classroom are not working (Hagerty & Abramson, 1987). This has led to a desire to "do something different". Further, it is recognized by many that there are other students besides those who qualify for special education who need help, but there are neither programs nor funding to do this. New emphasis on Section 504 of the Rehabilitation Act and subsequent litigation has created yet another apparent need to provide help to an additional group of students. These factors all contribute to a growing interest in what is being called the regular education initiative. Many special educators see the need to change, but regular educators must come to appreciate the benefits that such a change might bring.

The implications of this study for the regular education initiative are several. First, it should be noted that the CCS was created out of dissatisfaction with the segregated special education model and recognition that there needed to be closer exposure to the regular education curriculum. The CCS is a move toward what is being proposed by many REI proponents although many believe that ALL of the special education students' education should occur in the regular classroom. Our experience has been that regular educators are not yet ready for this, as they feel unprepared to deal with the students. Some even resent having these "problem" students in their class for increasing periods of time. Not all special educators feel comfortable or prepared to work in regular education classes or to consult with regular education teachers.

Secondly, it is clear from the experience in this school district that one of the most important needs is in the area of training. Both regular and special educators need more training in order to make the REI successful in meeting the needs of all

students.

Third, it is apparent that closer contact with regular education is beneficial to mildly handicapped students. Additional ways should be developed that can accomplish this. Methods such as team teaching or the provision of trained teacher assistants can help in this regard.

Fourth, a concern of regular educators is that increasing the number of special education students or their amount of time in regular classes will result in lower student achievement of other students. This was not the case in this study. However, the fact that it is a concern would indicate that it would be beneficial to monitor the progress of regular education students as special education student time in regular classes increases.

Fifth, the evidence that regular education teachers are using a greater variety of instructional methods as a result of implementing the CCS is very encouraging. It is important to recognize that many regular educators may need assistance in learning a wider variety of instructional techniques, however. Training in methods of adaptation for regular educators and methods of effective consultation for special educators can help in this regard.

Finally, another benefit of this type of model is that non-handicapped peers are gaining a greater understanding of differences. In our increasingly global society, this can have an added benefit for all.

Based on the experiences described, the following recommendations are made.

1. <u>True integration applies to the staff as well as the students</u>. It is not only the student who needs to be integrated, but also the staff. Beginning with the district administration and down into the classroom, there needs to be a sense that we are all working together for the good of all students. At the building level, special education staff can integrate themselves by serving on committees, becoming a student activity advisor, and working collaboratively with regular educators. Regular educators need to include special educators in planning and regular education workshops. Both regular and special education teachers need to work together to develop a climate where all students will be accepted and have their needs met.

2. <u>Cross-training must be provided</u>. Special educators need to become familiar with the regular education curriculum and regular educators need to learn methods for individualizing and adapting instruction. This cross-training needs to occur in higher education institutions as well as in school districts.

3. A redefinition of roles is needed. Special educators need to broaden a view of themselves as just a "resource teacher" or "LD teacher" and be able to fill a role of a consultant and support to the regular educator. Students should not be referred, nor their program dictated by, a categorical label. Regular educators need to view themselves as the person primarily responsible for all of the students assigned to their class. Both regular and special educators need to accept a shared responsibility for the whole child. Collaboration using methods such as team teaching should be utilized. If all personnel could be utilized according to their expertise, and not their job titles, all students will benefit and staff members will feel positive about their work.

4. Funding mechanisms should be re-examined. Categorization and labeling have been dictated by current funding methods. Services tend to be fragmented because each program separately funded operates in isolation. There are different methods for determining eligibility and different types of recordkeeping requirements. A method of funding that insures that handicapped students receive the services to which they are legally entitled, but focuses on provision of service to all students in need should be found.

5. New methods for measuring student progress must be utilized. Regular educators are uncomfortable about giving grades to students who perform below the "standard" or "norm" for their class. They feel responsible for the content that they teach and when a student does not master the content, they often do not believe that the student has earned a passing grade. With the emphasis on accountability, regular educators are also concerned about group test scores for their class. Methods such as criterion referenced measurement and grading by ability are needed in order for progress to be measured without special education students being penalized for their inability to do the same level of work as non-special education students. This can help regular educators to feel comfortable about giving a passing grade despite a student's inability to fully master the content that has been taught.

6. The focus must be on the whole child and not the label. All staff who work with a student must come to see the whole child. The service delivery should be integrated. Staff should function as a team, working together, to best meet the identified needs of the child. Labels should be dropped. There should be an identification of the student's strengths and weaknesses and a program designed around that. Labels need not enter into the consideration.

7. Changes in classroom organization should be considered. The traditional classroom structure utilizes whole group instruction for much of the classwork. Teaching is commonly to the "norm" or middle group. This has a tendency to result in the

neglect of the needs of both the accelerated and the slower student. Methods such as cooperative learning and peer tutoring can provide broader experiences and include all students in the learning process.

For the REI to be truly successful, a paradigm shift is needed. Special educators will need to play more of a consultant role, but will need a more complete understanding of the regular education curriculum. Regular educators will need to think of ALL students as their responsibility and move away from expecting students who do not learn at the "normal" rate to be removed from their classroom.

All educators, regular and special, are experiencing stress. Educational funding is not growing at an adequate rate. Resources are becoming more and more limited. The time is ripe for looking at a better way to serve ALL students. A re-allocation of resources to accomplish this needs to be considered.

Further research is needed on the effectiveness of any programs developed to implement the regular education initiative. Regular and special educators have concerns about whether or not it is an improvement over the traditional special education model and how best to accomplish a new model. Research on the effectiveness of new models and dissemination of findings can help educators design more effective programs for all students.

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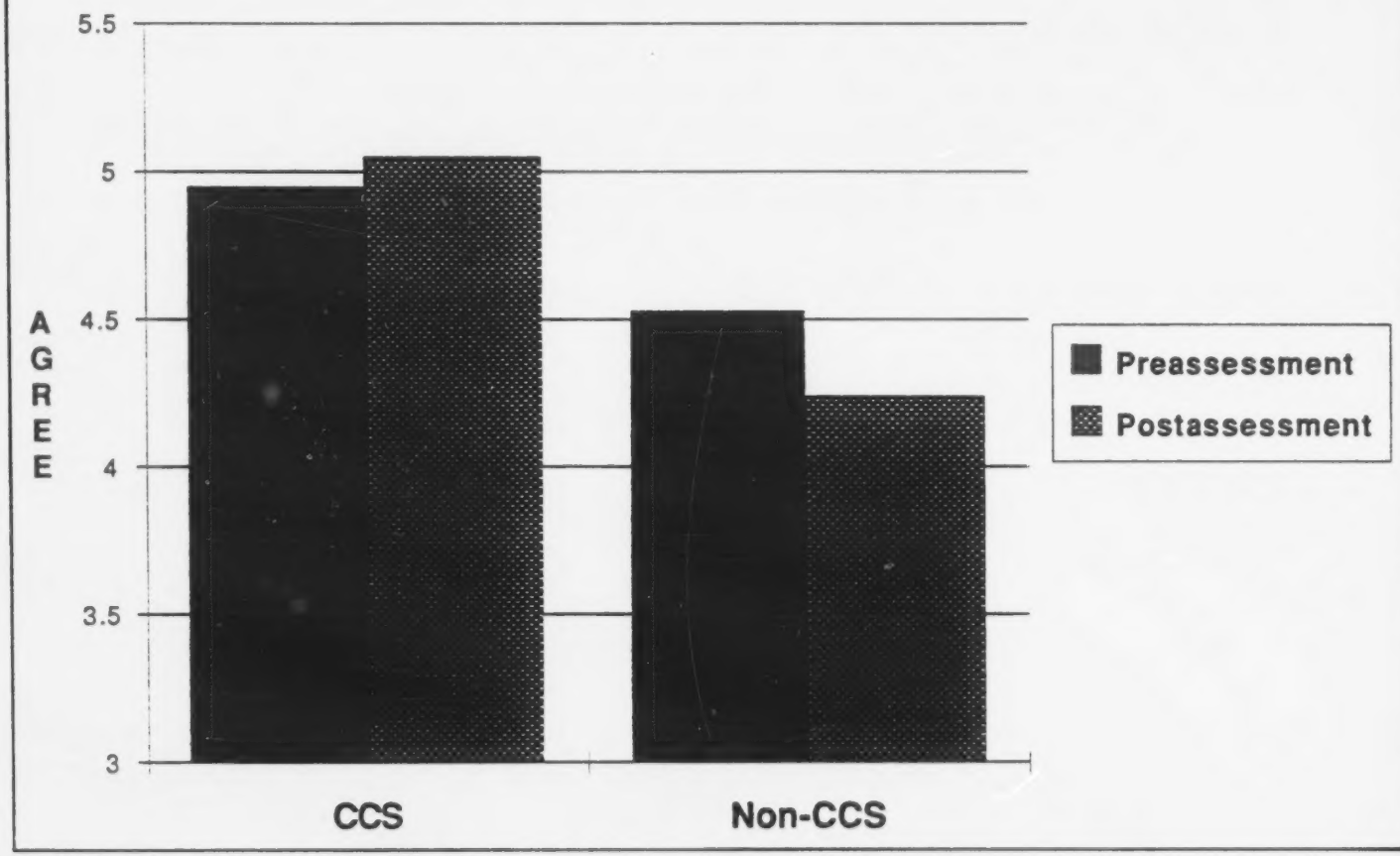
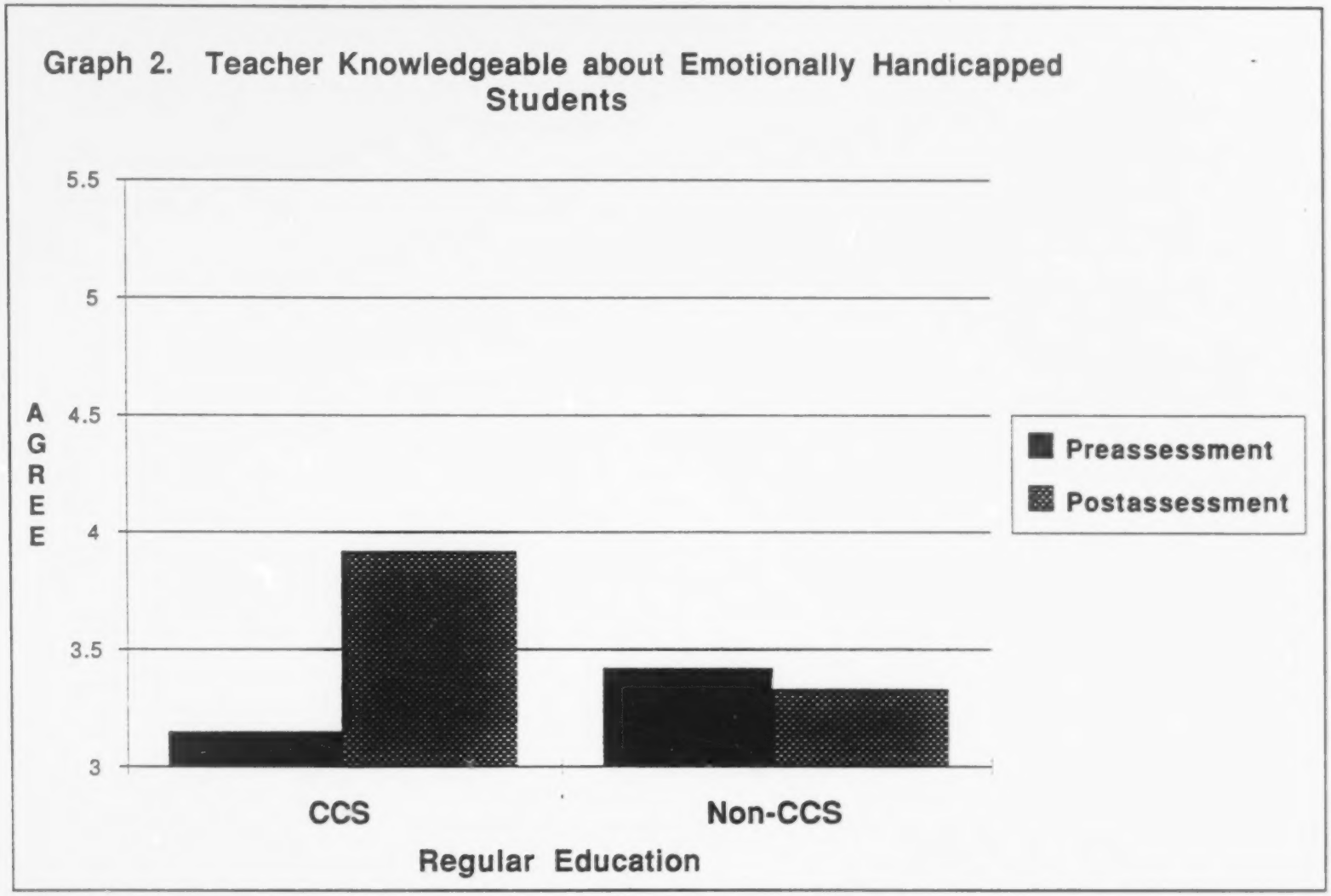
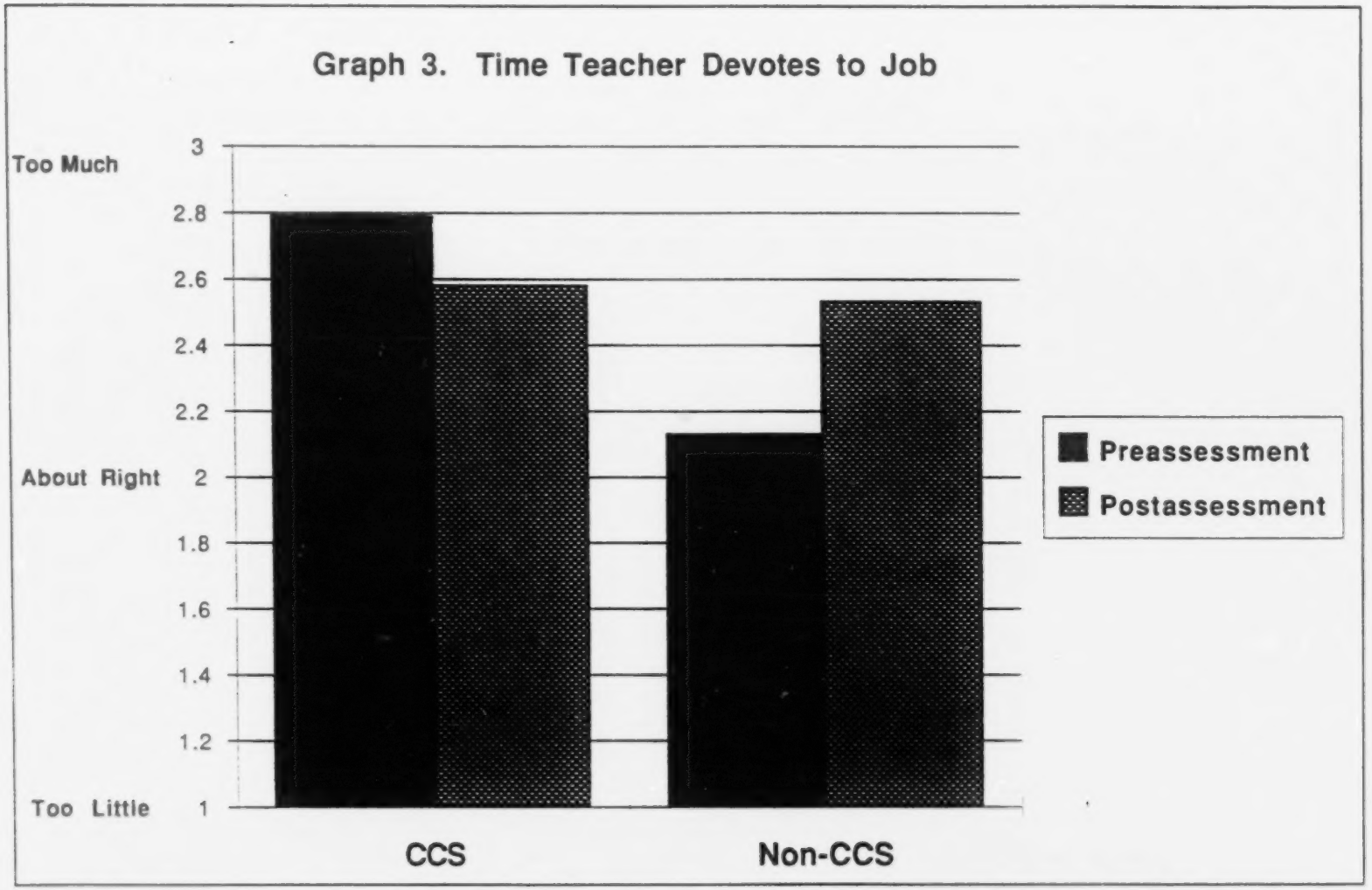
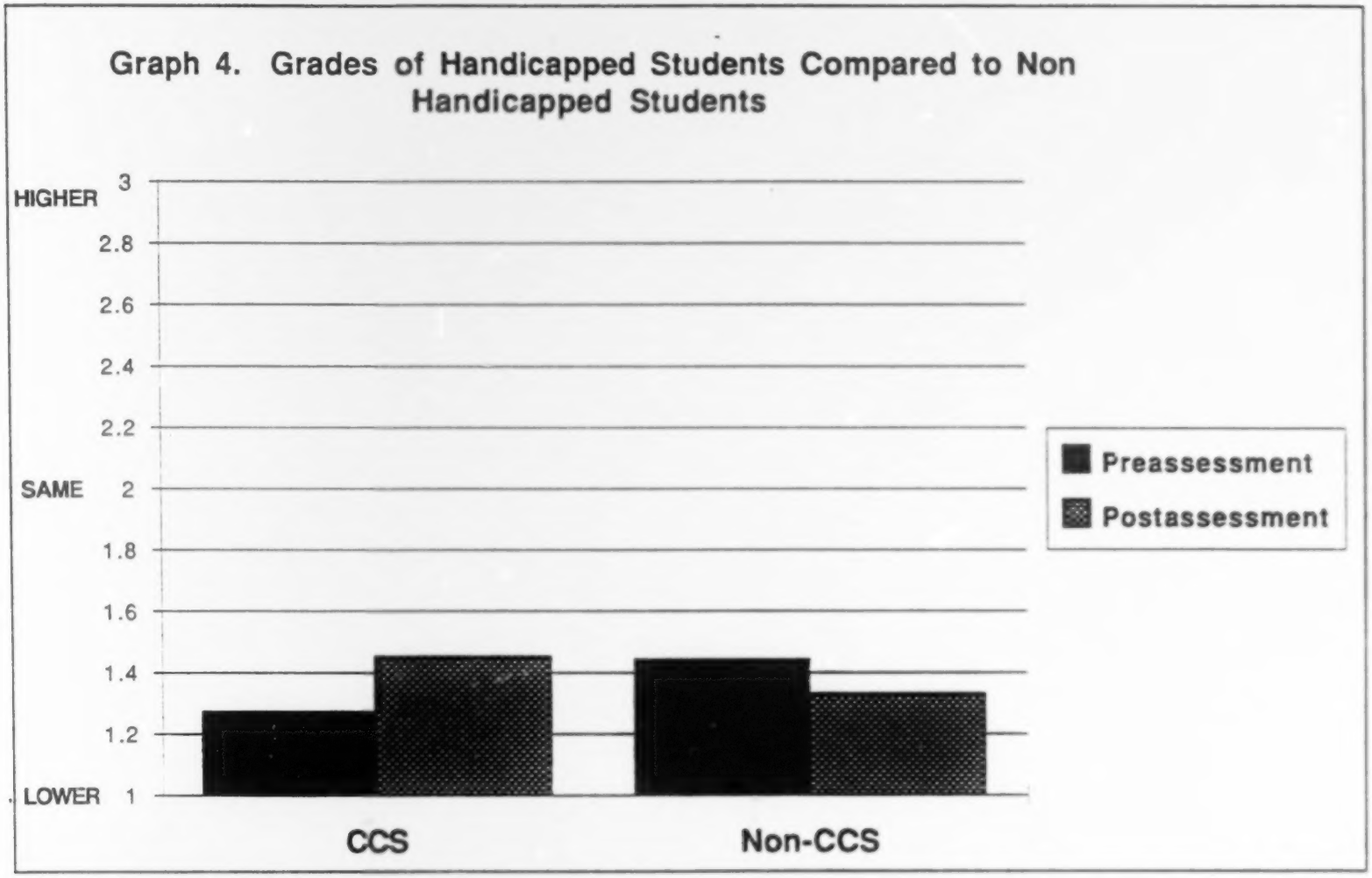
Graph 1. Teacher Knowledgeable about Learning Disabled Students

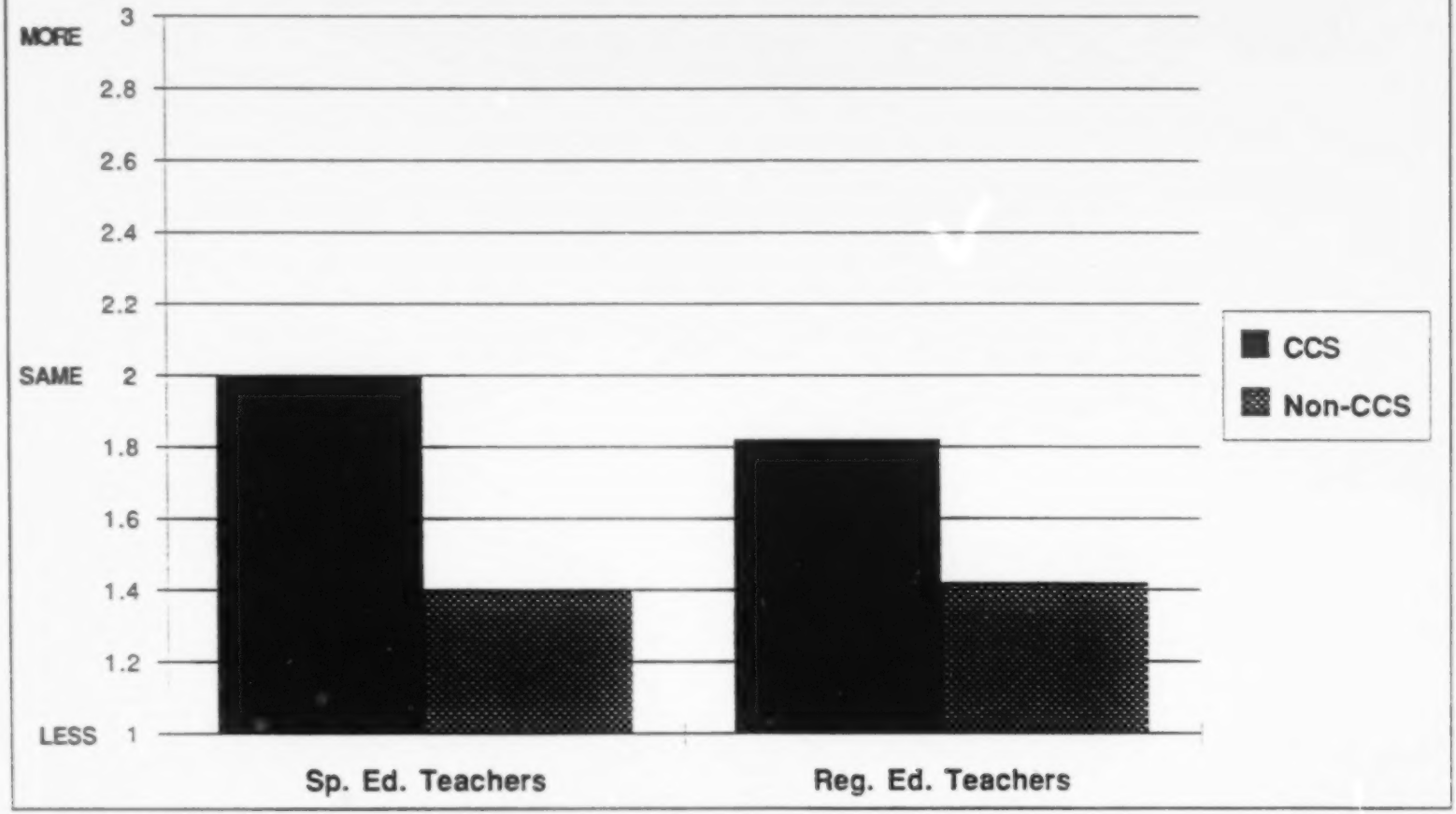


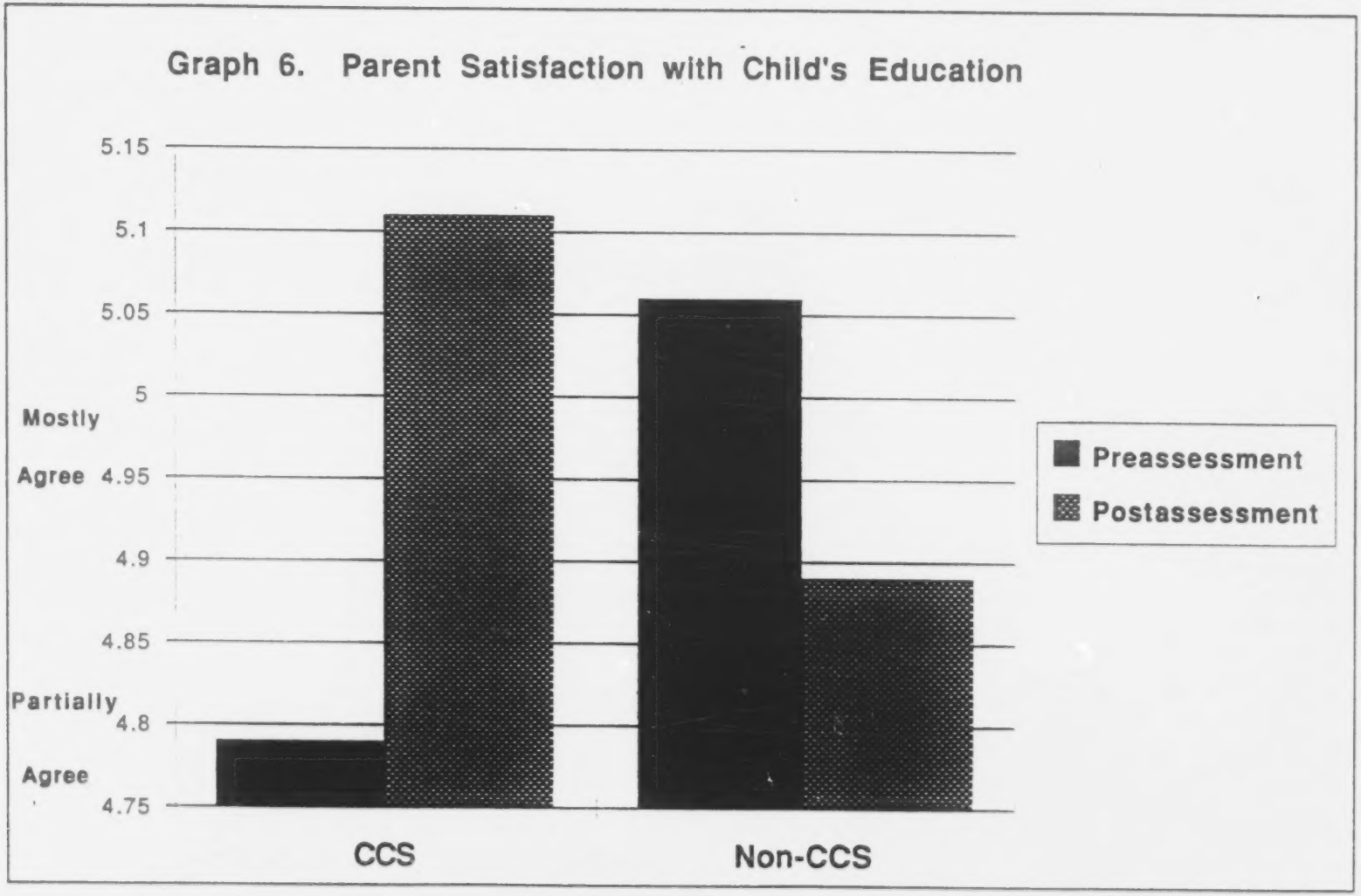

Graph 2. Teacher Knowledgeable about Emotionally Handicapped Students
5.5
5
4.5
4
3.5
3
AGREE
Preassessment
Postassessment
CCS
Non-CCS
Regular Education

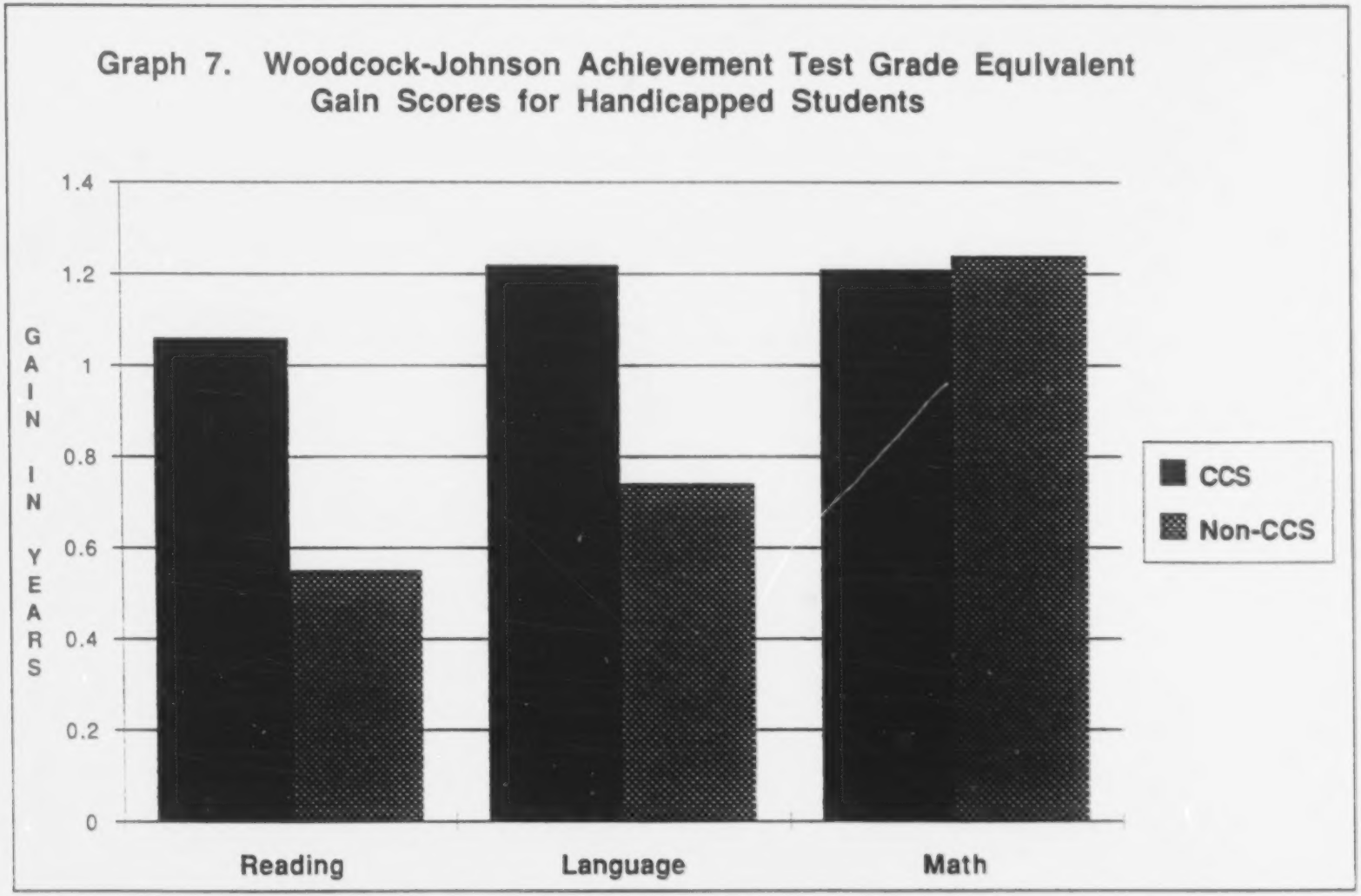

Graph 3. Time Teacher Devotes to Job
Too Much
3
2.8
2.6
2.4
2.2
About Right
2
1.8
1.6
1.4
1.2
Too Little
1
CCS
Non-CCS
Preassessment
Postassessment

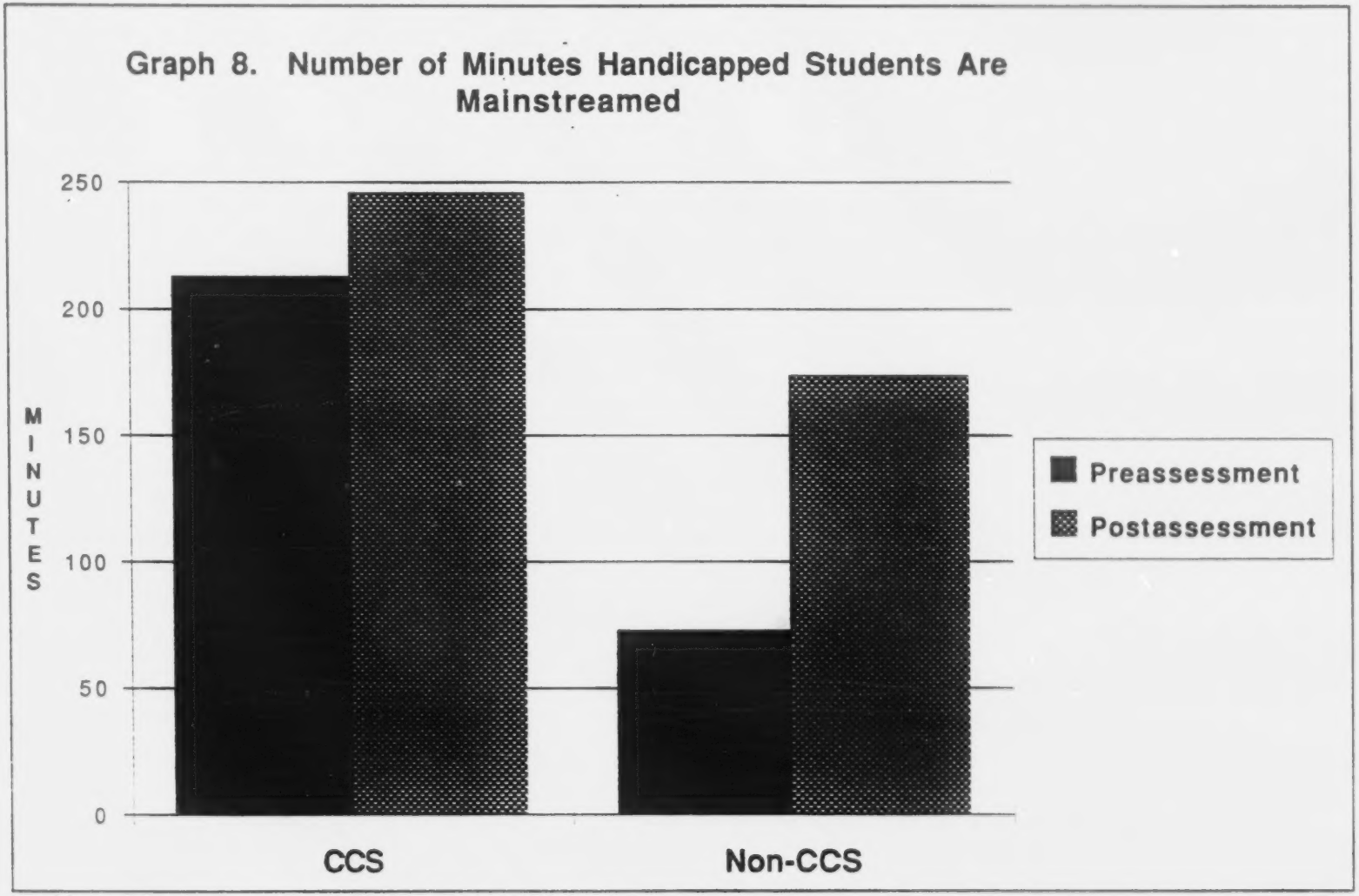

Graph 4. Grades of Handicapped Students Compared to Non Handicapped Students
HIGHER
3
2.8
2.6
2.4
2.2
SAME
2
1.8
1.6
1.4
1.2
LOWER
1
CCS
Non-CCS
Preassessment
Postassessment

Graph 5. Extracurricular Activity Participation of Handicapped Students Compared to Non-Handicapped Students




Graph 6. Parent Satisfaction with Child's Education
5.15
5.1
5.05
5
Mostly
Agree
4.95
4.9
4.85
Partially
4.8
Agree
4.75
CCS
Non-CCS
Preassessment
Postassessment


Graph 7. Woodcock-Johnson Achievement Test Grade Equivalent Gain Scores for Handicapped Students
GAIN IN YEARS
1.4
1.2
1
0.8
0.6
0.4
0.2
0
Reading
Language
Math
CCS
Non-CCS


Graph 8. Number of Minutes Handicapped Students Are Mainstreamed
250
200
150
100
50
0
MINUTES
CCS
Non-CCS
Preassessment
Postassessment